

HANDBOOK OF GENERAL INFORMATION FOR EMPLOYEES
OF UNIFIED SCHOOL DISTRICT 224

by

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INTRODUCTION

The forming of Unified School District 224 has brought together four different school systems. These schools have been bound together by law, but many differences can be found in the operation of the different school buildings. These buildings seem to have maintained their old policies and traditions, and this has resulted in the lack of any type of uniformity in the duties of the various school employees. Perhaps the most noticable difference has been in the role of the classroom teacher. With each building operating on a different set of regulations, there has been a great deal of confusion in the minds of many teachers.

At the same time many of the regulations are outdated, and the teachers do not know if the old policies still apply. This has not only caused confusion as to the exact duties of the teachers, but has often resulted in conflict among the teachers. A well-planned handbook will facilitate the situation to a great extent. It will facilitate efficient administration, do much to avert misunderstandings, provide information for many different needs, and heighten morale on the part of all employees.

An adequate handbook will contain the present school policy which teachers and other employees could use as a reference when they have questions concerning their responsibilities in the operation of the school system. It is recommended that the handbook be changed from year to year whenever the adoption of new policies make it necessary. At the same time the handbook should not become a thing of constant change.

THE PURPOSE OF THE REPORT

The purpose of the report is to create a handbook that would serve the following purposes. First, it will serve as a guide for present and future teachers of Unified School District 224; second, the handbook will bring closer unity among the teachers and other employees of the district; and third, the handbook will establish a uniform policy throughout the various buildings of the school system.

OBJECTIVES

1. To construct a handbook that would clarify the duties of all school employees.
2. To provide a guide for the orientation of new personnel.
3. To make it possible for teachers to make decisions with a feeling of confidence based on board policy.
4. To improve employee employer relationship.

PROCEDURE

The method of procedure used in writing this report was first, a survey of the available literature about the subject; second, an analysis of this literature; and third, the construction of a handbook that would clarify the duties of the employees of Unified School District 224.

Letters were sent to various school systems throughout the state of Kansas. The purpose was to acquire handbooks that were

presently being used to give the writer ideas upon which to construct a handbook. At the same time permission and help was sought of the superintendent and the board members in the construction of the handbook.

The next step was to seek the help of the teachers and building principals so that some mistakes could be avoided. At the same time, the aim was to involve the teachers to prevent their feeling that the handbook was being forced upon them.

Magazines, pamphlets, and books found in the Kansas State University Library were a great help to the writer. Perhaps of even greater help was the Education Index, for it made possible the location of the various articles.

DEFINITION OF TERMS

The term "Unified School District 224" refers to the public schools in Clyde and Clifton, Kansas.

REVIEW OF LITERATURE

In the very beginning various school administration books, school handbooks, state manuals, and magazine articles were consulted for information on how to prepare handbooks. It soon became obvious that the most helpful information would be found in magazine articles. At the same time it was found that there were many different approaches to the organization of a policy handbook, but most writers included such subjects as organization and administration, instructional services,

business services, public relations, pupil personnel policies for certified and noncertificated employees, and the by-laws of the board of education.

Most writers seemed to agree that the basic objective of a handbook for teachers is to present school policies, regulations and procedures to the teaching staff. One writer pointed out that a handbook could be used as a guide in the orientation of new teachers, substitute teachers and new administrators. Another felt that the handbook could serve as a uniform reference on school procedures to secure more uniform results in clerical and administrative duties.¹

The following statements are ideas taken from various authors of the available literature.

1. Handbooks whether they're concerned with all phases of the school day or with specific areas and departments, can answer questions about school programs and activities before they're asked. Clearly written explanations of policies and descriptions of procedures help to avoid many misunderstandings and eliminate repetitious explanations of operational practices.²

2. The handbook is of little value unless used by the faculty. In all too many instances the handbook gathers dust on office book shelves. Administrators and committee members responsible for the development of this publication should be alert to identify factors which impede the usefulness of the faculty manual and to initiate corrective measures.³

¹Frederick C. Kintzer, "California Junior College Faculty Handbooks," Junior College Journal, 31:159, November, 1961.

²Elizabeth K. Lamson, "How To Prepare A School Lunch Handbook," The Nation's Schools, 71:70, April, 1963.

³Kintzer, op. cit., p. 160.

3. A handbook of personnel policies reminds all segments of the educational organization--teachers, secretaries, nurses, custodians, principals, superintendents, school board members, everybody--that they are responsible for the accomplishment of their respective duties.⁴

4. Policy handbooks and resulting administrative handbooks provide excellent orientation material for new board members. They provide stability for a district using the contributions of a series of board members over the years to reflect the general thinking of the community.⁵

5. The handbook should be in accord with and complement state laws and the rules and regulations of the state board of education.⁶

6. It seems apparent that well-developed administrative handbooks can be of significant value in helping a school system have reasonable uniformity in policies and practices. Oftentimes a question arises which can be settled easily by reference to the policies already established.⁷

THE HANDBOOK

Constructing a handbook. There are many different approaches to the organization of a school handbook. In the very beginning before any writing is done, the superintendent and his advisory staff should determine how the handbook will be divided into sections and topics. The important thing at this point is to think through the process so

⁴Natt B. Burbank, "Put Them In Writing," Kentucky School Journal, 43:18, April, 1965.

⁵George R. Sullivan, "Written Board Policies: From Dream To Reality," American School Board Journal, 149:16, August, 1964.

⁶Lawrence E. Turner, "How To Develop A Handbook," American School Board Journal, 126:25, April, 1953.

⁷Guy Wagner, "What Schools Are Doing," Education, 84:316, January, 1964.

as to provide logical sequence and complete coverage of all important areas. Perhaps at this point "a definite individual should be designated to develop the handbook initially, and to keep it current after the initial development."⁸ Once the sequence has been determined the writer should prepare the first draft of the handbook for submission to the superintendent.

The next step would be to submit a tentative draft of the handbook to the board of education for preliminary, tentative screening. This weeds out unacceptable portions and keeps the board fully informed on the progress of the project. Often, time is saved by this particular checking step. Adverse board opinion on any particular part of the handbook thus is discovered in the early stages of writing when changes can be made easily.

Once the material has been thoroughly organized into as simple a form as possible, it is presented to the board of education for final action. Here the writer has a responsibility to make a recommendation concerning each proposed change. The board will probably accept some and reject others. This constitutes the final and official determination of the content of the handbook.

Perhaps the final step would be for the superintendent to assure effective utilization of the handbook by providing every teacher with an up-to-date copy; making frequent references to the handbook in

⁸Lawrence E. Turner, "How To Develop A Handbook," American School Board Journal, 126:24, March, 1939.

faculty meetings; using the handbook as a basic tool in orientation of new teachers; and encouraging faculty members to evaluate the publication and to contribute to the next edition.⁹

Which employees should be involved? Perhaps the best approach would be to involve all school people in the writing of the school handbook. This would give each employee the chance to contribute, to a greater or lesser extent, to the success of the project. His help will be related directly to the kind of a job he holds. Teacher ideas will be of value in the writing of the instructional sections, custodians in maintenance and operations, and so on. The main idea is to involve employees in policy making which concerns them, but be careful not to bring the process to a halt by over-involving them. For example, representatives of teachers, administrators, and service personnel need not create policies but can react to policies created by others and still express their desires without the deadening effect of lengthy committee discussions.

By involving practically every member of the school system, it is likely that many new and good ideas will be brought to light, some of which might otherwise have been omitted. Every worker has the opportunity to become fully informed about school policies, some of which he either does not know or does not remember, and the finished product will be better understood and accepted by all concerned if

⁹Frederick C. Kintzer, "California Junior College Faculty Handbook," Junior College Journal, 32:159, November, 1961.

they have had an opportunity to take part in the production of it.

What to include in a handbook. One of the earliest decisions that must be made in preparing a school handbook is to determine what is to be included. To be most useful the book should include all phases of school district operation. Among these are organization and administration, instructional services, business services, public relations, pupil policies, and policies for certificated and non-certificated employees. "Some 'policies' will be the mere recognition of the law or regulation of the state commissioner of education which the board is required to follow."¹⁰ State regulations are placed in the handbook for easy reference. All handbooks should contain a statement of the basic philosophy of the board of education and the school district. It would also be wise to include a table of contents and a complete index.

Kintzer states that those responsible for the preparation of a school handbook should give prime consideration to these questions:

1. Of what value is the discussion of a particular topic to members of the regular teaching faculty?
2. How, in spite of the necessity to quote policy and regulations, can a rule be stated succinctly, yet interestingly?
3. How can a regulation be presented in more understandable terms particularly to the newcomer?¹¹

¹⁰George R. Sullivan, "Written Board Policies," American School Board Journal, 149:15, August, 1964.

¹¹Frederick C. Kintzer, "Faculty Handbooks Restudied," Journal of Secondary Education, 21:12, November, 1966.

Format of the handbook. Handbooks may vary in size and shape. The most voluminous handbook is not necessarily the most effective, neither is the smallest the least successful. Perhaps the effectiveness of a handbook can only be judged in terms of its value to the school for which it is designed and the extent to which it is actually used by the employees. Regardless of its size and shape the overriding goal of a handbook is its useability. The handbook must command the interest of individuals to whom it is directed, and the material should be clearly understandable. It should also contain an adequate table of contents at the beginning and a good index at the end.¹²

Whether a handbook should be printed or mimeographed is largely a matter of budget. It would probably be best not to make the final copy of the handbook the product of a spirit duplicator. Above all else it should be readable. Individual items should be reasonably brief, and be attractively presented. This means that there should not be too much on a page. Headings and subheadings should be used freely and with generous spacing to avoid crowding items together.¹³

¹²Frederick C. Kintzer, "Faculty Handbooks Restudied," Journal of Secondary Education, 41:312, November, 1966.

¹³Edward V. Stanford, "The College Faculty Handbook," The Catholic Education Review, 62:252, April, 1964.

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FOREWORD

The Board of Education of The Republican Valley Unified School District believes that one of its important responsibilities is to develop and establish long range policies to serve as guides toward the operation and administration of the Unified School System and its program. These policies should give the Board of Education, the administration and staff, and the patrons of the district a means of communication, a guideline and a constant tool to use for future course of action and planning.

This handbook will aid new board members and school employees in informing themselves of their powers and duties. School employees may proceed in the discharge of their duties with assurance that they act in accordance with the wishes of the governing body.

These policies are subject to constant re-examination and revision. When the best interests of the school system are deemed better served by some policy change, that change will be made.

DUTIES OF THE SUPERINTENDENT

1. The superintendent shall be the chief executive officer of the board. He shall exercise general supervision over all the schools of the district and all school employees shall be directly responsible to him.
2. The superintendent shall attend all board meetings except when his own salary or re-employment is being considered. He shall keep the board advised of all conditions under his supervision.

3. The superintendent shall make recommendations for appointment, promotion, demotion and dismissal of all school employees. When nominations presented to the board by the superintendent are not satisfactory to the Board of Education, he shall be directed by the board to make additional nominations as soon as is feasible.

4. The superintendent shall make such assignments as he feels necessary to secure the highest efficiency of the entire staff.

5. The superintendent may suspend employees for just cause and said suspension should be reported to the board immediately. No employee shall be recommended for dismissal until the superintendent is convinced the efficiency of the employee in question cannot be improved. Employees may be dismissed by the board for: inefficiency, immorality, insubordination, violation of board regulations or other just causes.

6. It shall be the duty of the superintendent to meet with the principals in order to discuss the effectiveness of teachers.

7. The superintendent shall be responsible for determining the adequacy of the curriculum. He may assign faculty committees to assist in such studies and should make recommendations to the board concerning the improvement of the curriculum.

8. The superintendent shall perform such duties as the board may require, and in the absence of specific board rules he shall assume any authority or perform any duty that he shall deem necessary in the emergency. All actions by the superintendent shall be subject to board review.

9. The superintendent shall be responsible for the operation

and maintenance of all school buildings. In cases of remodeling or new building planning the superintendent is charged with the responsibility of studying the needs of the school and making recommendations to the board for adequately meeting those needs.

10. The superintendent shall have authority to purchase supplies and equipment under the regulations of the board.

11. The superintendent shall transmit all communications from the Board of Education to the administrative, instructional and custodial staff, and he shall also transmit communications from them to the Board of Education.

12. He shall make rules and regulations regarding routine matters which have not been specifically provided for by the board. He shall also propose new policies for consideration by the board as the need arises.

13. He shall prepare a budget annually for the consideration of the board at their July meeting. Final approval of the budget shall be made at the August meeting. All legal requirements as to limits and publications notices shall be met. He shall administer the budget as enacted by the board at all times in accordance with the legal requirements and adopted policies of the board.

14. It shall be the duty of the superintendent to interpret the philosophy, aims, and objectives of the teaching programs of the school to the community.

15. The superintendent shall recommend to the Board of Education a salary schedule for their consideration.

16. The superintendent shall attend state, national and regional conferences as directed by the Board of Education as part of his official duties.

17. He shall have power to suspend from the privileges of the schools any pupil guilty of gross misconduct or continual insubordination to school organization and regulations. The superintendent may delegate this power to the building principal, along with the right to expell a student.

18. The superintendent shall have authority to require reports from all employees as he may desire from time to time.

19. He shall be responsible for the collection, receipt and disbursement of all activity funds. He shall delegate this responsibility to the building principals, who in turn shall be required to submit reports to the superintendent as required.

DUTIES OF PRINCIPALS

1. Principals shall be directly responsible to the superintendent of schools.

2. They shall be responsible for the administration of their respective buildings and the enforcement of rules and regulations. They shall have authority over the staff of their building in carrying out this end.

3. Principals shall be fully responsible for decisions made in their respective buildings. They should be familiar with the rules, policies and regulations of the Board of Education. They shall also

have their teachers informed of these rules, policies and regulations and their actions should be in accord with said policies.

4. The principal shall be responsible for the supervision of teachers and other employees under his jurisdiction. He shall also be responsible for instructing teachers as to the proper method of keeping class records and registers. The principal shall periodically inspect such records and shall go over them at the close of the school year to insure their completion.

5. Principals shall meet with the superintendent for conferences as often as he may require, keep adequate records, delegate authority, and supervise academic and nonacademic activities under their jurisdiction. Principals shall also be active in curriculum studies, and use tact in dealing with parents and the public in general.

6. Principals are responsible for enrolling pupils. They should check carefully the residence of pupils and in any case of boundary dispute they should immediately contact the superintendent.

7. It is the duty of building principals to be present at least forty-five minutes before the opening of school and remain at least thirty minutes following the close of the last regularly scheduled class.

8. Principals are responsible for informing students of all rules that pertain to them. These rules should be in writing and all students and teachers should have a copy. Whenever new rules are adopted, they should immediately be put into writing, and distributed to teachers and students.

9. The principal shall have the authority to excuse any pupil upon request by parents, if he deems such absence advisable, to leave the school premises before the regular scheduled dismissal time. Principals shall not dismiss the student body before the regularly scheduled time without approval of the superintendent.

10. The principals will work with the superintendent in mapping out bus routes. They will supervise the loading and unloading of buses and enforce safety regulations.

11. The building principal shall be responsible for the lunch hour. He may adopt a plan of selling lunch tickets to meet the individual needs of his building.

12. Building principals should regularly visit classrooms and report observations to the superintendent. They should also confer with the counselor, teachers, and parents whenever necessary in matters of pupil progress and pupil adjustment.

13. Principals should report to the superintendent for his approval any recommended deviation from adopted procedures.

DUTIES OF TEACHERS

1. Teachers shall be directly responsible to the principal of their respective buildings. They shall promptly and consistently carry out the instructions of their principal and the superintendent.

2. All elementary teachers shall plan their time schedule and go over it with their principal prior to the beginning of school. There will naturally be variations in the schedule as the teacher sees need for it, but it should be basically adhered to.

3. Each teacher is responsible for the discipline in his classroom and pupils enrolled in his class. Teachers should feel free to consult their principal and if the need arises, may send pupils to the principal's office for the administering of discipline. No teacher has the authority to suspend or expell a pupil from school. Teachers shall make an immediate report of any unusual disorder in their classroom.

4. Teachers shall be responsible for classifying and grading of pupils as well as determining whether or not they should be promoted at the end of the school year. Cases of retention should be considered early and should be discussed with the principal. Teachers should recognize that it is good public relations that parents be consulted and well informed at an early date in cases where retention is advisable.

5. Teachers shall not dismiss pupils earlier than the regularly scheduled time without permission of the principal or superintendent.

6. A teacher must hold a valid Kansas certificate to be eligible for employment. The teacher shall continue to hold during the entire term of his or her employment a certificate entitling the teacher to teach under the laws of the State of Kansas in the position to which the teacher is assigned. This certificate shall be registered with the superintendent prior to employment. Failure to secure or to hold such a certificate at any time during the school term shall render the teacher's contract void and of no effect.

7. Teachers shall be employed in accordance with the Continuing Contract Law.

8. The Board of Education may at any time dismiss any teacher for incompetency, cruelty, negligence or immorality and in that event the teacher shall not be entitled to compensation after dismissal, except the difference between the amount received based upon twelve monthly installments and the amount he or she would have received from payments based upon nine equal monthly installments.

9. A teacher occasionally has an opportunity offered for professional advancement that may cause him to ask for a release from his contract. The Board of Education shall consider each such case on its individual merit. If a suitable replacement can be found and the change made without impairing the educational program of the school, teachers will be released from the obligation of their contract.

10. Teachers shall attend all school staff meetings called by the superintendent of schools prior to the opening of school, but no such meetings shall be called earlier than one week in advance of the opening date of the school term.

11. Teachers shall report to their respective buildings for duty as assigned by their principal. All teachers should be on the premises at least thirty minutes before the beginning of school. They should also remain at least twenty-five minutes following the conclusion of the regular school day. This also applies to all roving teachers and aides.

12. All regular teachers, roving teachers, and teacher's aides are expected to be prepared to begin classroom instruction on the first day of school. This may mean that some teachers may have to donate some time in advance of the opening date of the school term.

13. Teachers who know in advance that they will be unable to be present to carry out their assignments should notify their principal before leaving the building the evening prior to their absence. Tentative arrangements for a substitute can then be made. If a teacher suddenly finds it impossible to be present at school he should call his principal.

14. Teachers should be familiar with and adhere to the Code of Ethics of the Kansas State Teachers Association and the National Education Association. Teachers are expected to be members of their professional organizations. All teachers of the Republican Valley Schools are expected to attend the annual K. S. T. A. conventions whenever possible.

15. All teachers shall attend in-service training meetings for professional growth. They shall be expected to serve on committees and participate in curriculum studies as requested by their principal or the superintendent.

16. No teacher may tutor for pay any pupil enrolled in the school system except when such case shall have been presented to and approved by the superintendent.

17. Although it is the duty of the superintendent to interpret the philosophy, aims and objectives of the teaching programs of the schools to the community, teachers are a most vital part of the school public relations program. Teachers should also know the philosophy, aims and objectives and explain them whenever necessary. Teacher participation in community activities is a prerequisite to good

school-community relations and teachers are encouraged to participate in wholesome civic activities.

18. Each teacher who has signed a contract for the succeeding school year may requisition supplies at the end of the current school year. These supplies may be requisitioned in accordance with the instructions of the building principal.

19. Each teacher shall fill out an inventory sheet at the end of the school year listing all items in his classroom.

20. The mandatory retirement age for all teachers is 70 years of age. Social Security and teacher retirement payments are available for all teachers at the age of 65. Re-employment of teachers who have reached the retirement age of 65 will be considered yearly by the Board of Education.

21. Teachers who become pregnant during the term of their contract may teach until such time as is deemed advisable by the teacher and the administration.

22. Sick leave with pay shall be granted to teachers under the following circumstances: Illness to the employee, serious illness or death to the employee's mother, father, sister, brother, or any person making his home with the employee.

23. All new teachers must submit a certificate of health signed by a licensed physician on a form prescribed by the Kansas State Board of Health. This certification shall include a statement that there is no evidence of physical or mental condition that would conflict with the health, safety or welfare of the pupils, and that

freedom from tuberculosis has been established by chest X-ray or negative tuberculin skin test.

24. Additional certification of health shall be required at least once every three (3) years. If, at any time, there is reasonable cause to believe that an employee is suffering from illness detrimental to the health of the pupils, the school board may require, prior to the three year period, a new certification of health.

25. The expense of obtaining certification of health will be borne by the school employee.

26. Enforcement of rules and regulations is a joint responsibility among all teachers and between teachers and principal. For this reason teachers should devote themselves to their duties and strive to cooperate with their fellow teachers in the enforcement of the rules and regulations in the school building and on the grounds.

27. Teachers should avoid talking about fellow teachers and administrators behind their back. Teachers having difficulties should meet with the building principal and try to reach a satisfactory agreement.

28. In the presence of students teachers should always address each other as Miss, Mrs. or Mr., as the case may be. Teachers should expect the students to address them in the same manner. Make no exceptions. Any deviation on the part of any teacher causes discourtesy and disrespect in other classrooms. Teachers should also refrain from using nicknames when addressing students.

29. During school hours teachers shall devote their time

exclusively to school duties. Personal plans, reports, and studies shall not be prepared or done during the hours when teachers are in charge of pupils unless the teacher is directed to make certain reports by the building principal.

30. Teachers are not to send pupils on errands without first getting the permission of the building principal.

31. Teachers should not remove school property from the building for personal use. At the same time school property should not be loaned to other organizations without the permission of the superintendent.

32. Teachers shall be responsible in their departments for the proper care of all books, apparatus, bulletins, supplies, and furniture owned by the school district.

33. All orders from teachers to custodians shall be made through the principal with the exception of unsatisfactory room temperature or emergency.

34. Teachers shall not at any time engage in discussion of controversial school issues in the presence of students. Matters in which teachers are in disagreement should be discussed in private.

35. A teacher in the system whose work is not satisfactory shall be notified that he may not be retained unless his teaching is improved. This will be done by the building principal at the earliest possible date in order that the teacher will have the opportunity to improve.

36. Each teacher is expected to be well-groomed and neat at all times.

SALARY SCHEDULE

<u>YEARS</u>	<u>NON-DEGREE</u>	<u>BACHELOR</u>	<u>8</u>	<u>15</u>	<u>MASTERS</u>	<u>8</u>	<u>15</u>
0	5000	5400	5500	5600	5700	5800	5900
1		5500	5600	5700	5900	6000	6100
2		5600	5700	5800	6100	6200	6300
3		5800	5900	6000	6300	6400	6500
4		6000	6100	6200	6500	6600	6700
5		6200	6300	6400	6700	6800	6900
6			6500	6600	6900	7000	7100
7				6800	7100	7200	7300
8				7000	7300	7400	7500
9					7500	7600	7700
10					7700	7800	7900
11						8000	8100
12							8300

1. This schedule will apply to both men and women.
2. The non-degree teacher maximum is \$5000.
3. Advancement to schedule level is limited to \$800 per year.
4. Teachers will receive full credit for the first three years of experience in schools outside of Republican Valley Unified District 224. Experience over three years will be limited to one-third.
5. Each teacher shall be required to acquire a minimum of six hours of credit in his major field, or in another field approved by the administration, every five years.
6. Teachers whose positions require ten or eleven months full time responsibilities shall receive \$300.00 or \$600.00 additional.
7. Ten days sick leave shall be granted each teacher each year; this to accumulate to thirty days.
8. Moving and special teachers should be on the salary schedule.
9. School employees may not carry over six college hours during any contract period.

10. All credit hours applicable to move to next classification must be obtained after degree is granted.

11. Since it is a recognized fact that all teachers do not progress at the same rate; nor to the same degree, the schedule should provide flexibility so that a teacher who makes extremely rapid growth and significant contributions to the educational program and community, could obtain more than one step on the salary schedule in one year.

Conversely, there is the possibility that some teachers will not make satisfactory growth in the skills necessary for effective teaching. This teacher may be held at the same step on the salary schedule more than one year. Every effort should be made in supervision to assist this teacher who is not making satisfactory progress. Any teacher held on the same step of the salary schedule will be notified of the areas of improvement necessary for him to progress. Any teacher held more than one consecutive year on the same step for the above reason should be replaced.

For either acceleration, or holding at a particular step on the salary schedule, action by the Board of Education will be necessary and will be based upon the agreement of the superintendent and the building principal in which the teacher is teaching.

No teacher shall be dismissed without the privilege of a hearing of his or her case before the Board of Education.

12. The Board of Education reserves the right to exceed the salary schedule when in its opinion the interests of the school system can best be served. When, or if, economic conditions warrant, the

board reserves the right to reconsider the schedule.

13. Special or extra duties shall receive extra remuneration to be added to the maximum.

- a. High school coaches will receive extra pay as follows:
 Head coach of football or basketball \$400.00
 Assistant coach of football or basketball. . \$200.00
 Track coach and one assistant (each) \$200.00

- b. Grade school coaches: \$250.00 per sport, or \$750.00 if same person coaches all sports.

14. New teachers hired by the system are to be degree teachers.

15. Any relative of a board member who meets qualifications may be considered as an eligible candidate for employment in the district, but he must have the unanimous approval of all board members.

16. Teachers and administrators are paid on a twelve month period, September through August.

17. Withholding tax and social security are deducted according to tax guides provided by the revenue service.

18. The teacher retirement deduction is \$200.00 of the first \$5,000.00 made or 4% of those under \$5,000.00. Deductions will be made at \$25.00 per month for the first eight months of those making more than \$5,000.00.

19. In the event the adopted schedule cannot be financed due to the limitations imposed by the Foundation Finance Law, and salary adjustments need to be made, the Board of Education reserves the right to make such adjustments as necessary to comply with the legal restriction.

DUTIES OF CUSTODIANS

1. Custodians shall work with the superintendent and building principals on general maintenance and upkeep. During the school term the custodian shall be under the direct supervision of the building principal. During the summer vacation he shall work under the supervision of the building principal when on duty and under the supervision of the superintendent when the principal is absent on vacation.

2. For each fiscal year of continuous service, custodians shall receive two weeks vacation with pay. Vacation times should be arranged with the superintendent and should be completed by the end of the third week of August.

3. In addition to the annual vacation custodians shall have Thanksgiving, Fourth of July, Christmas, New Years Day, Good Friday, and Memorial Day free from school duties with the exception that they are responsible for maintaining adequate heat for their building.

4. The custodian shall remain in the school building and be available at all times while school is in session. If he wishes to leave, he shall check out with the principal.

5. Sick leave for the custodian shall be as on his contract.

6. The custodian shall be on duty at all times when the building is in use outside the regular school day.

7. Supplies shall be ordered by the custodian with the approval of the principal and ordered through the superintendent's office.

8. All custodians shall have telephones in their residences.

9. Custodians shall requisition supplies well in advance of their need. In April a projected list of supplies and material shall be submitted to the principal.

10. Custodians shall make periodic checks on the equipment under their supervision. They shall see that all fire equipment is in compliance with state fire laws.

11. It is the duty of the custodian to keep the buildings and premises clean and free from hazards at all times. Breakdowns and hazards should be reported to the building principal immediately.

12. Each custodian will have a work schedule. This schedule will be made by the building principal and custodian before the start of the school year in order to help the custodian with his work.

13. Summer maintenance work is arranged and planned by the superintendent, building principal, and custodian. This work is outlined in late spring so that work can begin immediately after the school term.

14. The custodian is expected to attend institutes during the summer in order to keep abreast of new methods, equipment, and supplies. The district will reimburse the custodian for his actual expenses while attending an institute.

15. The custodian is many times the first person a visitor sees when entering a school. The impression the visitor has about our schools many times comes from this first impression. Custodians need not wear a uniform but should appear neat and clean when working with pupils, teachers or the public.

DUTIES OF BUS DRIVERS

1. The superintendent of schools and the building principals shall develop rules and regulations for the conduct of pupils while riding the buses and shall have the authority to deny free transportation to any pupil who shall refuse to abide by the rules and regulations. The bus driver shall have the authority to control the conduct of pupils while riding on the bus.

2. Pupils riding the school buses are deemed to be under the control of school officials in exactly the same manner as pupils in a classroom. Bus drivers in charge of transportation equipment shall not permit a pupil to leave a bus until he has arrived at his destination except on written instructions from the building principal.

3. Bus drivers are expected to be well groomed at all times.

4. Bus drivers shall be required to take and pass a yearly physical examination. The requirements for this examination shall be in accordance with those set out by the State Department of Education. Failure to pass this examination will automatically void the driver's contract.

5. The retirement age for bus drivers is 65, with employment subsequent to this age subject to board approval.

6. When not in use all school buses shall be parked off the city streets even if it is necessary to park them on school property.

7. Bus drivers are expected to observe all safety measures and precautions.

8. Qualified substitute drivers will be paid \$4.00 per trip, or \$8.00 per day. They shall receive \$1.50 per hour for activity trips with a maximum of \$10.00.

9. Bus drivers should report any difficulties concerning student behavior to the building principal.

10. Bus drivers are expected to maintain good discipline at all times.

11. Bus drivers are expected to report road hazards to the building principal immediately. Any situations creating hazards to the bus and students shall be reported.

12. Bus drivers are to clean the inside of the bus daily. They are also expected to keep the exterior of the bus clean.

13. Bus drivers are to report any needed repairs at once to the superintendent, and arrange for the repairs immediately.

14. They are to maintain the "Daily Bus Driver Report," and hand it in each Monday morning.

15. Bus drivers are to observe all rules and regulations as set by the State of Kansas.

16. Bus drivers are to attend the annual bus driver's clinic. Actual expense incurred will be reimbursed by the district.

17. Bus drivers are to assume any extra driving assignment as outlined by the building principal or superintendent. For these duties the driver will be reimbursed at the rate of \$1.50 per hour.

DUTIES OF THE COUNSELOR

1. The counselor shall examine pupil enrollment cards and advise with pupils relative to the programs they have selected.
2. He shall study the progress reports of all pupils and confer with pupils whose work is not satisfactory.
3. The counselor shall confer with the principal in the assignment of pupils to classes.
4. He shall administer the testing program under the direction of the building principal.
5. He shall confer with pupils and with resource personnel.
6. The counselor shall investigate reasons for dropouts and unsatisfactory progress and schedule conferences with parents.
7. He shall advise pupils on their vocational plans.
8. The counselor shall confer with the building principals and the superintendent on plans to adjust the program to meet the needs of the students.
9. The counselor shall analyze the needs of exceptional pupils and submit recommendations to the principal.
10. He shall assist with classroom supervision, specifically in pupil teacher adjustment problems.
11. The counselor shall be considered instrumental in keeping harmonious relations among the students and the administration, faculty, and personnel.

DUTIES OF SECRETARIES

1. All school secretaries shall consider themselves a vital part of the educational profession.
2. The secretary to the superintendent and to the building principal shall accept as her first duty her loyal support to the administration and the Board of Education and shall discuss no official or unofficial school business with anyone outside this category.

DUTIES OF COOKS

1. Cooks shall work with the superintendent and the building principal and be under direct supervision of the building principal.
2. All contracts shall be for a nine months period and paid on a nine months pay schedule.
3. Cooks shall be on sick leave schedule.
4. Cooks shall be responsible for the care and maintenance of all equipment used in the lunch program.
5. They shall keep records and reports as required and shall make all reports to the building principal.
6. When a cook is ill, she shall call the building principal, who shall contact or approve a replacement.

SUBSTITUTE TEACHERS

1. Persons desiring to do substitute or supplementary teaching must register with the superintendent and present a valid Kansas teaching certificate for registration.

2. Substitute teachers shall assume all assigned duties of the instructor for whom they are teaching. This shall include playground, hall, noon hour and all other duties.

3. Salaries for substitute teachers shall be \$15.00 for a full day and \$7.50 for one-half day.

SCHOOL-TIME ACCIDENT INSURANCE

1. The Board of Education shall annually at the July meeting determine whether or not a voluntary schooltime accident insurance program is to be offered for the coming school year.

2. If the Board of Education deems such a program advisable they shall then name the Company to provide the insurance. This program is to be voluntary and the Board of Education guarantees no set number of insured. The superintendent shall be responsible for administering the program.

3. Teachers shall distribute literature and collect sealed envelopes but shall in no way act as an agent or receive any special remuneration for their services.

4. Claim sheets shall be available in the office of each building principal. Any accidents should be reported immediately to the building principal.

5. The local agent representing the insurance company will obtain from the building principal all applications for insurance that are returned to the school. The local agent will present to the school administration a list of pupils who are insured under this program. No

agent will be allowed to talk with pupils in an effort to explain or sell the accident insurance.

IMMUNIZATION

1. Parents of children entering school for the first time in Kansas shall present to the pupil's teacher a signed Certificate of Immunization or a signed Legal Alternatives to Certification of Immunization.

2. Immunization Certificates and Legal Alternatives to Certification of Immunization are available at the schools and at the office of the superintendent.

3. All records of Immunization or Alternatives shall be retained by the school and kept on file in accordance with the state law.

GENERAL INFORMATION

1. Before any student can compete in interscholastic sports he must have presented to the instructor a signed statement from a doctor that he is physically fit to take part in such a program. He must also have a statement signed by a parent or guardian releasing the Board of Education from any responsibility for any injury that might occur.

2. There shall be no senior sneak trips in any schools of Unified School District 224.

3. Parochial school students may ride the buses of the Unified District providing they meet the bus on the regular bus route.

4. If at all possible this district will not play Tuesday night

basketball games except to comply with league rulings.

5. If a student lives one-fourth mile or less from the bus route, he must walk to meet the bus. If he lives more than one-fourth mile from the route and if the lane is safe for a bus and if a suitable and safe turn around is provided then the bus will drive up the lane.

6. The use of the building is granted to all for civic use with a \$5.00 janitor's fee if deemed necessary by the superintendent.

7. All students of this district may ride the school buses to and from school events.

8. During extreme cold weather jeans and slacks may be worn to school and classes by girls in the first four grades. Other girls may also wear jeans and slacks to school, but they must wear dresses in order that they can remove their jeans or slacks once school is ready to start.

9. Pregnant students will be handled with discretion by the building principals and superintendent with the approval of the Board of Education.

10. School equipment may be loaned only with the approval of the superintendent.

11. Teachers are issued keys to the outside school house door. It is not a good policy to lend these keys to a student. If a student needs to get through a locked door, it is best for the teacher to do the unlocking and locking rather than lend keys.

12. When the weather is such that the buses cannot run, that information is broadcast over radio station KNCK at Concordia and KSAL

at Salina on the 7:00 o'clock news. Teachers will be called by the principal as soon as possible after getting the notices out to the radio stations. Teachers should make sure that their principal has their telephone number.

13. It is the opinion of the administration that daily work is a learning experience and difficult to evaluate. Teachers should rely on their own judgment in giving daily grades.

14. There shall be no solicitation of teachers or students on personal matters on school premises by salesmen or agents. All persons who enter the school building while school is in session shall be required to report to the school office and state the nature of their visit. The principal may authorize an agent to interview a teacher provided such interview does not in any way interfere with the class schedule and provided the interview relates only to problems of school interest.

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SUMMARY AND RECOMMENDATIONS

The review of literature that was available gave the writer some suggestions about problems and procedures in the development of a handbook. Research showed that many school systems have developed excellent administrative handbooks which present a wide variety of school policies, standards, and regulations. Research also showed that handbooks should be in accord with state laws, be developed for a particular school system, be the result of group planning and thinking, and be kept current.

It was found that foremost among the reasons for putting policies down on paper is the resulting clarification of rights and responsibilities of all parties concerned. The school board is reminded of its philosophy and methods of operation. Teachers, administrators, non-certificated people, and all other school employees can instantly find any or all of the rules under which they work.

At the same time reasonable but uninformed citizens are a hazard to the successful operation of the schools. If they have no way of knowing what the rules and regulations are, they are all too likely to create disturbances which are unwarranted and which could have been avoided with a little forethought. Hostile clusters of citizens find it difficult to attack teachers or school boards or the administration if policies are clearly stated.

The handbooks that the writer reviewed were created and constructed for schools of different sizes. These handbooks covered many similar problems and were of great help to the writer in the construction of this handbook.

Most handbooks gave full coverage of needed information but not to the extent of being bulky. In addition to this most handbooks were enclosed in an attractive cover and published in a convenient form.

The writer recommends that the Republican Valley School System should have a handbook in order to become a well administered school system. It is also recommended that all school people be included in the writing or revising process. At the same time before any writing is done, the superintendent and his advisory staff should determine how the handbook will be divided into sections and topics. It is important at this point to think through the process so as to provide logical sequence and complete coverage.

In conclusion the writer felt that the handbook would not only tend to unify the various buildings in the school system, but it would show that the school system was interested in obtaining public support and cooperation in the education of the youth throughout the school district.

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HANDBOOK OF GENERAL INFORMATION FOR EMPLOYEES
OF UNIFIED SCHOOL DISTRICT 224

by

FRANCIS EUGENE ARPIN
B. S., Kansas State University, 1963

AN ABSTRACT OF A MASTER'S REPORT

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ABSTRACT

During the past two years there has been a dire need of some method to disseminate information to the teachers and other employees of Unified School District 224. A handbook constructed with the co-operation of the board members, teachers, and other employees of the school district seemed to be the best method available.

The handbook could contain a set of rules which teachers and other school employees could use as a reference when they have questions confronting them. In this way clearly written explanations of policies and descriptions of procedures might help to avoid many misunderstandings and eliminate repetitious explanations of operational practices.

The major purpose of the handbook could be to serve as a guide in the orientation of new teachers, to serve as a source of information for all employees of the school district, and to bring about closer unity among the employees of the different buildings in the school district.

Permission was obtained from the board and superintendent to create and construct a handbook that would meet the needs of the teachers and other employees in obtaining correct information about the school system and its rules and regulations.

At the starting point in seeking information on how to prepare a handbook and what material should be contained in one, several administration books, manuals, and magazine articles were reviewed. Handbooks were also obtained from other school systems in order to see what other schools had done in this direction.

Throughout the gathering of data prime consideration was given to these questions: (1) Of what value is the discussion of a particular topic to members of the regular school staff? (2) How, in spite of the necessity to quote policy and regulations, can a rule be stated succinctly, yet interestingly? (3) How can a regulation be presented in more understandable terms particularly to the newcomer? (4) Is the material logically organized? (5) Are topics easily located in the handbook?

In reviewing the literature it was found that most authors seemed to agree that the basic objective of a handbook is to present school policies, regulations and procedures to the school employees. It seems apparent that well-developed administrative handbooks can be of significant value in helping a school system have reasonable uniformity in policies and practices. These handbooks are particularly valuable for teachers new to the school system. They not only give essential information related to policies and practices, but also provide insight into the quality and tone of the school community.

At the same time most authors agree that the handbook should be the product of broad scale participation. Every employee should contribute, to a greater or less extent, to the success of the project. His help will be related directly to the kind of a job he holds. Teacher ideas will be of value in the writing of the instructional sections, custodians in maintenance and operations, bus drivers will be concerned with transportation, and so on.

In the end whether a handbook should be printed or mimeographed is largely a matter of budget. But only while it is still in the tentative or trial stage should it be the product of a spirit duplicator. Above all else it should be readable. Individual items should be reasonably brief, and be attractively presented. This means that there should not be too much on a page. It should have an adequate table of contents at the beginning and a good index at the end, and headings and subheadings should be used freely and with generous spacing to avoid crowding items together.